|  |
| --- |
| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  **CT.3.1.1.2** Create and construct numerical and spatial patterns and sequences that repeat and grow.  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CT.3.1.1.3** Analyze, describe and extend repeating and growing patterns and sequences, including those found in real-world contexts, by constructing and using tables, graphs and charts.  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CT.3.4.1.2** Collect and organize data that answer questions using diagrams, charts, tables, lists, pictographs, bar graphs and line plots.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets  **CC.3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.  **CT.3.4.2.3** Analyze data that have been collected and organized in order to draw and defend conclusions based on the data.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets  **Todays Number Only**  **CT.3.2.2.10** Recall the multiplication and division facts for one, two, three, four, five and ten.  **CC.3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, *describe a context in which a total number of objects can be expressed as 5 × 7.*  **CC.3.OA.2**. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*  **CC.3.OA.3**. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **CC.3.OA.4.** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ⁬ ÷ 3, 6 × 6 = ?.  **CC.3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By end of Grade 3, know from memory all products of one-digit numbers. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  CT.3.4.1.1 Pose questions that can be used to guide data collection, organization, and representation.  CT.3.4.2.4 Describe an event or element as typical based upon the range, median and mode of a set of data.  **Todays Number Only**  CT.3.1.1.1 Sort, classify and order a group of objects and numbers in more than one way and explain the reason or describe the rule used. |
| **CCSS but not GLE’s**  **CT.4.1.1.2** Develop and test generalizations based on observable patterns and relationships and describe the rules for number patterns using equations. For example: In this sequence 1, 6, 16, 36 ..., to get the next number the current number can be doubled and four added to the product.  **CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  **CT.2.4.1.2** Collect and systematically organize and represent data that answer questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets |